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| **READING**: Asks and answers questions to demonstrate understanding of text. | | | | |
| Standards: RL.1.1, RI.1.1, RI.1.4 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Asks and answers questions about familiar texts read aloud. | Consistently answers questions about grade level texts read aloud. (DRA 3 –Fiction) | With teacher prompting and support, answers questions about familiar texts read aloud. | Unable to answer questions about familiar texts read aloud. |
| 2 | Asks and answers questions about above grade level texts. | Consistently asks and answers questions about grade level texts. (DRA 10 – Fiction) | With teacher prompting and support, answers questions about grade level texts or to below grade level texts only. | Rarely able to ask or answer questions about text. |
| 3 | Asks and answers questions about above grade level texts. | Consistently asks and answers questions about grade level texts. (DRA 16 – Non-Fiction) | With teacher prompting and support, answers questions about grade level texts or to below grade level texts only. | Rarely able to ask or answer questions about text. |

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| **READING**: Retells main idea in text including characters, events, point of view and key details. | | | | |
| Standards: RL.1.2, RL.1.3, RL.1.6, RL.1.7, RI.1.8 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Independently and consistently retells big events from a story in sequence – beginning, middle and end – and retell major details from a text and organize them by heading/topic; identifies characters, settings, and a major event from a story in a higher level text. | Independently retells big events from a story and retell major details from a text; identify characters, settings and at least one major event. (DRA 3 – Fiction) | With teacher prompting and support, retells big events from a story and is sometimes able to retell major details from a text. Can identify characters, settings, and at least one major event. | Unable or rarely able to retell big events from a story or retell major details from a text. Cannot identify characters, settings or major events in a story. |
| 2 | Independently and consistently retells events from a story using details, including character, setting, problems and solution and can retell major details from a text and organize them by heading/topic in a higher level book; identifies characters, settings, problems and solutions in a higher level text. | Independently retells big events from a story, in sequence – beginning, middle and end – and retell major details from a text and organize them by heading/topic; identify characters, settings, and 1-2 major events in a grade level text. (DRA 10 – Fiction) | With teacher prompting and support, retells big events from a story in sequence – beginning, middle and end – and can retell major details from a text. Can identify characters, settings, and 1-2 major events. | Unable or rarely able to retell big events from story in sequence – beginning, middle and end – or retell major details from a text. Cannot identify characters, settings and major events in a story. |
| 3 | Independently and consistently retells events from a story using details, including character, setting, problem and solution using a more complex or higher level story; retells major events from a text and organize them by heading/topic, and identify characters, settings, problems, steps to solve the problem and solutions in a higher level text. | Independently retells events from a story using details, including character, setting, problem and solution and retell major details from a text and organize them by heading/topic; identifies character, settings, problem and solutions in a grade level text. (DRA 16 – Non-Fiction) | With teacher prompting and support, retells big events from a story in sequence – beginning, middle and end – and can consistently retell major details from a text. Can identify characters, settings, problems and solutions in a story. | Unable or rarely able to retell big events from story in sequence – beginning, middle and end – or retell major details from a text. Cannot identify characters, settings and major events in a story. |

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| **READING**: Compare and contrasts within a variety of texts. | | | | |
| Standards: RL.1.9, RL.1.5, RI.1.9 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Independently and consistently compares and contrasts characters and topics using colorful and descriptive language. | Independently compares and contrasts characters and topics. (DRA 3 – Fiction) | With teacher prompting and support, compares and contrasts characters and topics. | Unable to compare and/or contrast characters or topics. |
| 2 | Independently and consistently compares and contrasts characters and topics using colorful and descriptive language. | Independently compares and contrasts characters and topics. (DRA 10 – Fiction) | With teacher prompting and support, compares and contrasts characters and topics. | Unable to compare and/or contrast characters or topics. |
| 3 | Independently and consistently compares and contrasts characters and topics using colorful and descriptive language. | Independently compares and contrasts characters and topics. (DRA 16 – Non-Fiction) | With teacher prompting and support, compares and contrasts characters and topics. | Unable to compare and/or contrast characters or topics. |

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| **READING**: Use various text features to locate information in a text (headings, bold words, captions, pictures) | | | | |
| Standards: RI.1.5 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 |  |  |  | Unable to identify and/or use text  features |
| 2 |  |  |  | Unable or limited ability to identify and/or  use text features |
| 3 |  | Can identify and use text features  to find and understand information |  | Limited ability to identify and/or use  text features |

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| **READING**: Read a variety of grade appropriate text with understanding. | | | | |
| Standards: RL.1.10, RI.1.10 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Can read above grade level fiction and non-fiction text with understanding. | Can read grade level fiction and non-fiction text with understanding. (DRA 3 – Fiction) | Requires teacher support and prompting can read grade level fiction and non-fiction with understanding. | Unable to read grade level fiction and non-fiction text with understanding. |
| 2 | Can read above grade level fiction and non-fiction text with understanding. | Can read grade level fiction and non-fiction text with understanding. (DRA 10 – Fiction) | Requires teacher support and prompting can read grade level fiction and non-fiction with understanding. | Unable to read grade level fiction and non-fiction text with understanding. |
| 3 | Can read above grade level fiction and non-fiction text with understanding. | Can read grade level fiction and non-fiction text with understanding. (DRA 16 – Non-Fiction) | Requires teacher support and prompting can read grade level fiction and non-fiction with understanding. | Unable to read grade level fiction and non-fiction text with understanding. |

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| **READING FOUNDATIONAL SKILLS**: Shows understanding of spoken words, syllables, and sounds. | | | | |
| Standards: RF.1.2 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Independently able to decode unknown words in above level text. | Decodes unknown words in grade level text (DRA 3 – Fiction) | Requires teacher prompting and support able to decode unknown words in text. | Unable to identify unknown words in text. |
| 2 | Independently able to decode unknown words in above level text. | Decodes unknown words in grade level text (DRA 10 – Fiction) | Requires teacher prompting and support able to decode unknown words in text, or can only apply to below level text. | Unable to identify unknown words in text. |
| 3 | Independently able to decode unknown words in above level text. | Decodes unknown words in grade level text (DRA 16 – Non-Fiction) | Requires teacher prompting and support able to decode unknown words in text, or can only apply to below level text. | Unable to identify unknown words in text. |

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| **READING FOUNDATIONAL SKILLS**: Knows and applies grade level phonics and word analysis skills in decoding words | | | | |
| Standards: RF.1.3 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Independently and consistently applies decoding strategies. | Able to apply decoding strategies with minimal prompting and support. (DRA 3 – Fiction) | Requires teacher prompting and support to apply decoding strategies. | Unable to apply decoding strategies. |
| 2 | Independently and consistently applies decoding strategies for above level texts. | Able to apply decoding strategies for on level reading texts (DRA 10 – Fiction) | Requires teacher prompting and support to apply decoding strategies, or can only apply to below level texts. | Unable to apply decoding strategies. |
| 3 | Independently and consistently applies decoding strategies for above level texts. | Able to apply decoding strategies for on level reading texts (DRA 16 – Non-Fiction) | Requires teacher prompting and support to apply decoding strategies, or can only apply to below level texts. | Unable to apply decoding strategies. |

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| **READING FOUNDATIONAL SKILLS**: Reads with sufficient accuracy and fluency to support comprehension. | | | | |
| Standards: RF.1.4 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Independently reads above grade level text accurately, smoothly and with expression. | Independently reads grade level text accurately, smoothly and with expression. (DRA 3 – Fiction) | With teacher prompting and support, reads grade level text accurately, smoothly and with some expression. | Using grade level text, reads slowly and inaccurately with little or no expression. |
| 2 | Independently reads above grade level text accurately, smoothly and with expression. | Independently reads grade level text accurately, smoothly and with expression. (DRA 10 – Fiction) | With teacher prompting and support, reads grade level text accurately, smoothly and with some expression. | Using grade level text, reads slowly and inaccurately with little or no expression. |
| 3 | Independently reads above grade level text accurately, smoothly and with expression. | Independently reads grade level text accurately, smoothly and with expression. (DRA 16 – Non-Fiction) | With teacher prompting and support, reads grade level text accurately, smoothly and with some expression. | Using grade level text, reads slowly and inaccurately with little or no expression. |

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| **READING FOUNDATIONAL SKILLS**: Reads grade appropriate sight words | | | | |
| Standards: RF.1.3 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Consistently knows and applies above grade-level phonics and  word analysis skills in decoding words. | Consistently knows and applies grade-level phonics and  word analysis skills in decoding words. | Inconsistently knows and applies grade-level phonics and  word analysis skills in decoding words. | Limited knowledge and application of grade-level phonics and  word analysis skills in decoding words. |

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| **WRITING**: Produces and organizes a variety of types of writing (opinion, narrative, informational) | | | | |
| Standards: W.1.1, W.1.2, W.1.3 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Independently applies and extends learned writing strategies. | Independently applies learned writing strategies. | With teacher prompting and support, applies learned writing strategies. | Does not apply learned writing strategies. |
| 2 | Independently applies and extends learned writing strategies. | Independently applies learned writing strategies. | With teacher prompting and support, applies learned writing strategies. | Does not apply learned writing strategies. |
| 3 | Independently applies and extends learned writing strategies. | Independently applies learned writing strategies. | With teacher prompting and support, applies learned writing strategies. | Does not apply learned writing strategies. |

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| **WRITING**: Uses technology in a grade appropriate manner | | | | |
| Standards: W.1.5, W.1.6 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | With minimal guidance and support from  adults, extends the use of a variety of digital tools  to produce and publish writing,  including in collaboration with peers. | With guidance and support from adults,  actively uses a variety of digital tools  to produce and publish writing,  including in collaboration with peers. | With guidance and support from adults, makes basic use of some digital tools  to produce and publish writing,  including in collaboration with peers. | With guidance and support from adults, makes minimal  use of digital tools  to produce and publish writing,  including in collaboration with peers. |

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| **WRITING**: Participates in shared research and writing projects to gather information using print and digital sources | | | | |
| Standards: W.1.7, W.1.8 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Extensive and consistent participation in shared  research and writing projects  (e.g., explore a number of "how-to" books  on a given topic and use them to write a  sequence of instructions);recall information from  experiences or gather information from  provided sources to answer a question. | Active participation in shared research and writing projects  (e.g., explore a number of "how-to" books  on a given topic and use them to write a  sequence of instructions);recall information from  experiences or gather information from provided  sources to answer a question. | Limited participation in shared research and writing projects  (e.g., explore a number of "how-to" books  on a given topic and use them to write a  sequence of instructions);recall information from  experiences or gather information from provided  sources to answer a question. | Unable to participate in shared research and writing projects  (e.g., explore a number of "how-to" books  on a given topic and use them to write a  sequence of instructions);recall information from  experiences or gather information from provided  sources to answer a question. |

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| **LANGUAGE**: Uses knowledge of English language and its conventions when speaking and writing | | | | |
| Standards: L.1.1, L.1.2 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Consistently and independently demonstrates grade appropriate use of the conventions  of standard English grammar and usage when  writing or speaking; Demonstrates grade appropriate use  of the conventions of standard English  capitalization, punctuation, and spelling when writing. | Demonstrates grade appropriate use of the conventions  of standard English grammar and usage when  writing or speaking; Demonstrates grade appropriate use  of the conventions of standard English  capitalization, punctuation, and spelling when writing. | With teacher prompting and support,  demonstrates grade appropriate use of the conventions  of standard English grammar and usage when  writing or speaking; Demonstrates grade appropriate use  of the conventions of standard English  capitalization, punctuation, and spelling when writing. | Minimal use of grade appropriate conventions of standard English grammar and usage when  writing or speaking; Minimal use of grade appropriate conventions of standard English  capitalization, punctuation, and spelling when writing. |

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| **LANGUAGE**: Determines the meaning of unknown and multi-meaning words and phrases. | | | | |
| Standards: L.1.4 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Independently uses learned vocabulary in writing in more sophisticated ways. | Independently uses learned vocabulary in writing. | With teacher prompting and support, uses learned vocabulary in writing. | Unable to use learned vocabulary in writing. |
| 2 | Independently uses learned vocabulary in writing in more sophisticated ways. | Independently uses learned vocabulary in writing. | With teacher prompting and support, uses learned vocabulary in writing. | Unable to use learned vocabulary in writing. |
| 3 | Independently uses learned vocabulary in writing in more sophisticated ways.  Independently determines or clarifies the meaning of unknown and multiple-meaning words and phrases on above grade level text  choosing flexibly  from an array of strategies. | Independently uses learned vocabulary in writing.  Independently determines or clarifies the meaning of unknown  and multiple-meaning words and phrases on grade level text  choosing flexibly  from an array of strategies. | With teacher prompting and support, uses learned vocabulary in writing.  With teacher prompting and support, determines or clarifies the meaning of unknown and multiple-meaning words and phrases on grade level text choosing flexibly from an array of strategies. | Unable to use learned vocabulary in writing.  Minimal ability to determine or clarifie the meaning of unknown and multiple-meaning words and phrases on grade level text  choosing flexibly from an array of strategies. |

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| **LANGUAGE**: Uses grade appropriate conventions when writing (capitalization, punctuation, spelling). | | | | |
| Standards: L.1.5 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 | Independently uses correct end punctuation for almost all sentences and consistently capitalizes dates, names and beginning of sentences. Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level. Can independently match almost all heard sounds to letters (including blends, vowels, and diagraphs) – inventive spelling is recognizable. | Independently is able to end sentences with periods and can capitalize two of the following: dates, names or beginning of sentences. Uses learned spelling skills. Occasional errors may occur. Can independently match almost all heard sounds to letters – inventive spelling is mostly recognizable. | With teacher prompting and support, is able to end sentences with periods and can capitalize one of the following: dates, names or beginning of sentences. Uses some learned spelling skills and with teacher prompting and support can match many sounds to letters – inventive spelling is mostly recognizable. | Unable to use periods to end sentences or capitalize dates, names and beginning of sentences. Unable to use learned spelling skills and does not match sounds to letters – inventive spelling is not recognizable. |
| 2 | Independently uses correct end punctuation with very few, if any errors. Consistently capitalizes dates, names and beginning of sentences. Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level. Can independently match almost all heard sounds to letters (including blends, vowels, and diagraphs) – inventive spelling is recognizable. | Independently uses end punctuation correctly for most sentences and can capitalize two of the following: dates, names or beginning of sentences. Uses some learned spelling skills. Occasional errors may occur. Can independently match almost all heard sounds to letters – inventive spelling is mostly recognizable. | With teacher prompting and support, is able to end sentences with periods and can capitalize one of the following: dates, names or beginning of sentences. Uses some learned spelling skills and with teacher prompting and support can match many sounds to letters – inventive spelling is mostly recognizable. | Unable to use periods to end sentences or capitalize dates, names and beginning of sentences. Unable to use learned spelling skills and not correctly match sounds to letters – inventive spelling is not recognizable. |
| 3 | Independently uses correct end punctuation with very few, if any, errors. Consistently capitalizes dates, names and beginning of sentences. Uses all learned skills to new words, and spells at a more advanced level. Spells most words correctly – inventive spelling is still used at times for more challenging words. | Independently uses end punctuation correctly for most sentences and can capitalize two of the following: dates, names or beginning of sentences. Uses some learned spelling skills. Occasional errors may occur. Can independently match almost all heard sounds to letters – inventive spelling is mostly recognizable. | With teacher prompting and support, is able to end sentences with periods and can capitalize one of the following: dates, names or beginning of sentences. Uses some learned spelling skills and with teacher prompting and support can match many sounds to letters – inventive spelling is mostly recognizable. | Unable to use periods to end sentences or capitalize dates, names and beginning of sentences. Unable to use learned spelling skills and does not match sounds to letters – inventive spelling is not recognizable. |

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| **SPEAKING AND LISTENING**: Individually and collectively participates in discussions and responds to a variety of literature and presentations appropriately | | | | |
| Standards: SL.1.1 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Extensive and consistent participation in collaborative conversations  with diverse partners about *grade one*  *topics and texts* with peers and adults in  small and larger groups. | Active participation in collaborative conversations  with diverse partners about *grade one*  *topics and texts* with peers and adults in  small and larger groups. | Limited participation in collaborative conversations  with diverse partners about *grade one*  *topics and texts* with peers and adults in  small and larger groups. | Unable to participate in collaborative conversations  with diverse partners about *grade one*  *topics and texts* with peers and adults in  small and larger groups. |

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| **SPEAKING AND LISTENING**: Clearly expresses thoughts, feelings, and ideas | | | | |
| Standards: SL1.4, SL1.5, SL1.6 | | | |  |
| **Trimester** | **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 | Extensive descriptions of people, places, things, and events with relevant details,  expressing ideas and feelings; Adds drawings or other  visual displays to descriptions when appropriate to clarify ideas,  thoughts, and feelings; Produce more complex and complete sentences when  appropriate to task and situation. | Describe people, places, things, and events with relevant details,  expressing ideas and feelings clearly; Adds drawings or other  visual displays to descriptions when appropriate to clarify ideas,  thoughts, and feelings; Produce complete sentences when  appropriate to task and situation. | With teacher prompting and support, describes people, places, things, and events with relevant details,  expressing ideas and feelings clearly; Adds drawings or other  visual displays to descriptions when appropriate to clarify ideas,  thoughts, and feelings; Produce basic sentences when  appropriate to task and situation. | Minimal or unclear description of people, places, things, and events with relevant details, expressing ideas and feelings; Minimal drawings or other  visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings; Produces incomplete or limited sentences when  appropriate to task and situation. |